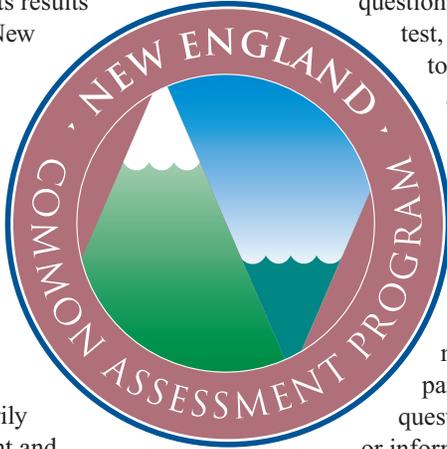


About The New England Common Assessment Program

This report highlights results from the Fall 2010 New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability. Achievement level



results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and 11 and writing tests are administered to students in grades 5, 8, and 11. The NECAP grade 11 tests are designed to measure student performance on grade span expectations (GSE) developed and adopted by the three states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide two extended responses of 1-3 pages.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade 11 results, schools and districts will also receive Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



Fall 2010 Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

School Results

School: Pilgrim High School

District: Warwick

Code: 35-35134



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Grade Level Summary Report

School:	Pilgrim High School
District:	Warwick
State:	Rhode Island
Code:	35-35134

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	296			823			11,164			100			100			100		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation	278	281	279	780	786	781	10,628	10,672	10,594	94	95	94	95	96	95	95	96	95
Current LEP Students	55	92	37	279	342	175	1,745	2,408	1,172	20	33	13	36	44	22	16	23	11
With an approved accommodation	0	0	0	1	1	1	271	311	261	0	0	0	<1	<1	<1	3	3	2
IEP Students	0	0	0	1	1	0	36	50	28	100	100	0	13	16	11			
With an approved accommodation	42	42	43	125	125	125	1,627	1,625	1,612	15	15	15	16	16	16	15	15	15
Other	39	37	37	85	85	78	820	841	747	93	88	86	68	68	62	50	52	46
Students not tested in NECAP	18	15	17	43	37	42	536	492	570	6	5	6	5	4	5	5	4	5
State Approved	7	7	6	14	14	13	195	156	189	39	47	35	33	38	31	36	32	33
Alternate Assessment	6	6	6	11	11	11	108	108	108	86	86	100	79	79	85	55	69	57
First Year LEP	0	0	0	0	0	0	40	0	41	0	0	0	0	0	0	21	0	22
Withdrew After October 1	0	0	0	2	2	2	34	35	30	0	0	0	14	14	15	17	22	16
Enrolled After October 1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1
Special Consideration	1	1	0	1	1	0	12	13	9	14	14	0	7	7	0	6	8	5
Other	11	8	11	29	23	29	341	336	381	61	53	65	67	62	69	64	68	67

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	296	7	11	278	72	26	166	60	32	12	8	3	1149	780	30	53	13	5	1149	10,628	28	48	16	8	1147
MATH	296	7	8	281	1	<1	88	31	94	33	98	35	1136	786	1	30	32	37	1135	10,672	3	30	29	38	1135
WRITING	296	6	11	279	0	0	148	53	127	46	4	1	6.6	781	1	53	44	2	6.6	10,594	1	50	44	5	6.4

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Disaggregated Reading Results

School: Pilgrim High School
District: Warwick
State: Rhode Island
Code: 35-35134

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	296	7	11	278	72	26	166	60	32	12	8	3	1149	780	30	53	13	5	1149	10,628	28	48	16	8	1147
Gender																									
Male	147	4	10	133	25	19	77	58	25	19	6	5	1146	374	22	54	19	5	1147	5,364	22	50	18	10	1145
Female	149	3	1	145	47	32	89	61	7	5	2	1	1151	406	38	51	7	4	1151	5,255	34	46	14	6	1149
Not Reported	0	0	0	0									0							9					
Race/Ethnicity																									
Hispanic or Latino	18	0	1	17	1	6	12	71	3	18	1	6	1145	40	10	58	28	5	1145	1,803	11	48	24	17	1141
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									0							63	16	41	30	13	1142
Asian	6	0	0	6									17	35	59	6	0	1152	288	26	52	18	4	1148	
Black or African American	7	0	0	7									20	30	50	15	5	1148	862	11	46	27	15	1141	
Native Hawaiian or Pacific Islander	0	0	0	0									4							30	3	53	23	20	1140
White	262	7	9	246	66	27	145	59	28	11	7	3	1149	691	31	53	12	5	1149	7,343	34	49	12	5	1150
Two or more races	2	0	0	2									7							166	28	47	20	5	1147
No Race/Ethnicity Reported	1	0	1	0									1							73	5	19	38	37	1134
LEP Status																									
Current LEP student	0	0	0	0									1							271	1	18	32	48	1131
Former LEP student - monitoring year 1	0	0	0	0									0							26	0	54	38	8	1140
Former LEP student - monitoring year 2	0	0	0	0									0							32	3	53	38	6	1141
All Other Students	296	7	11	278	72	26	166	60	32	12	8	3	1149	779	30	53	13	5	1149	10,299	29	49	15	7	1148
IEP																									
Students with an IEP	49	7	0	42	4	10	13	31	19	45	6	14	1139	125	8	36	35	21	1138	1,627	4	32	33	31	1135
All Other Students	247	0	11	236	68	29	153	65	13	6	2	1	1151	655	34	56	8	2	1151	9,001	32	51	13	4	1149
SES																									
Economically Disadvantaged Students	79	1	7	71	11	15	43	61	14	20	3	4	1145	216	17	55	20	8	1145	3,762	13	49	24	14	1142
All Other Students	217	6	4	207	61	29	123	59	18	9	5	2	1150	564	35	52	10	3	1151	6,866	36	48	11	5	1150
Migrant																									
Migrant Students	0	0	0	0									0							0					
All Other Students	296	7	11	278	72	26	166	60	32	12	8	3	1149	780	30	53	13	5	1149	10,628	28	48	16	8	1147
Title I																									
Students Receiving Title I Services	0	0	0	0									0							2,652	13	48	25	15	1142
All Other Students	296	7	11	278	72	26	166	60	32	12	8	3	1149	780	30	53	13	5	1149	7,976	33	48	13	6	1149
504 Plan																									
Students with a 504 Plan	5	0	0	5										20	15	80	5	0	1148	250	30	55	12	3	1149
All Other Students	291	7	11	273	72	26	161	59	32	12	8	3	1149	760	30	52	13	5	1149	10,378	28	48	16	8	1147

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Mathematics Results

School: Pilgrim High School
 District: Warwick
 State: Rhode Island
 Code: 35-35134

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

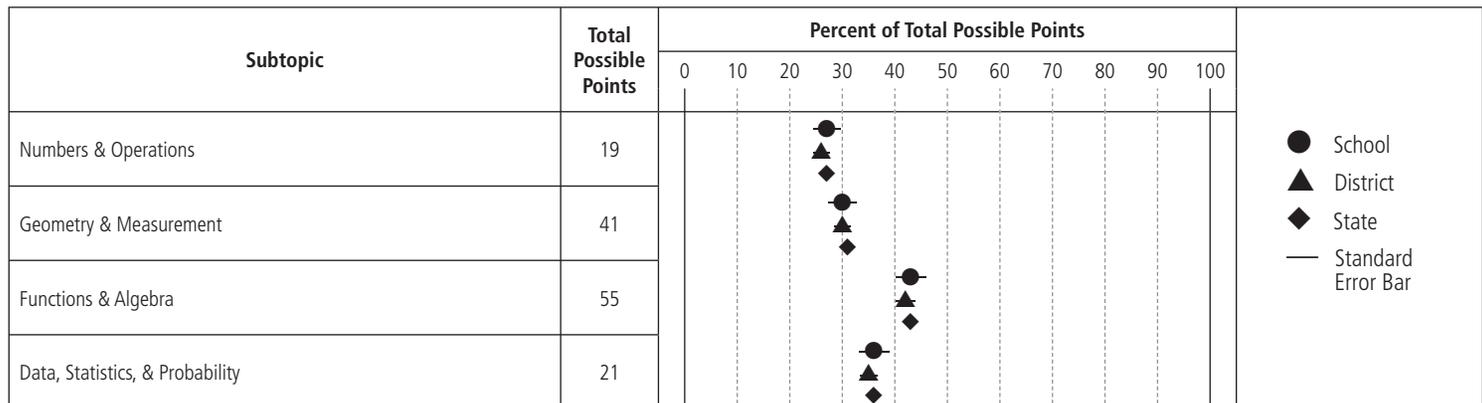
Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09	282	7	8	267	2	1	61	23	92	34	112	42	1134
2009-10	285	11	4	270	0	0	45	17	110	41	115	43	1133
2010-11	296	7	8	281	1	<1	88	31	94	33	98	35	1136
Cumulative Total	863	25	20	818	3	<1	194	24	296	36	325	40	1134
DISTRICT													
2008-09	863	9	33	821	5	1	180	22	260	32	376	46	1134
2009-10	797	14	20	763	1	<1	153	20	270	35	339	44	1133
2010-11	823	14	23	786	9	1	237	30	248	32	292	37	1135
Cumulative Total	2,483	37	76	2,370	15	1	570	24	778	33	1,007	42	1134
STATE													
2008-09	11,203	161	343	10,699	155	1	2,739	26	3,007	28	4,798	45	1134
2009-10	11,189	195	278	10,716	181	2	2,748	26	2,958	28	4,829	45	1134
2010-11	11,164	156	336	10,672	272	3	3,224	30	3,094	29	4,082	38	1135
Cumulative Total	33,556	512	957	32,087	608	2	8,711	27	9,059	28	13,709	43	1134





Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Disaggregated Mathematics Results

School:	Pilgrim High School
District:	Warwick
State:	Rhode Island
Code:	35-35134

REPORTING CATEGORIES	School												District					State							
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students	296	7	8	281	1	<1	88	31	94	33	98	35	1136	786	1	30	32	37	1135	10,672	3	30	29	38	1135
Gender																									
Male	147	4	7	136	0	0	42	31	45	33	49	36	1135	378	1	31	31	37	1135	5,386	3	31	28	38	1135
Female	149	3	1	145	1	1	46	32	49	34	49	34	1136	408	1	29	32	38	1135	5,277	2	29	30	39	1135
Not Reported	0	0	0	0									0						0	9					
Race/Ethnicity																									
Hispanic or Latino	18	0	1	17	0	0	4	24	3	18	10	59	1134	40	0	20	25	55	1134	1,837	<1	13	25	62	1129
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									0						64	2	14	28	56	1132	
Asian	6	0	0	6									17	0	41	24	35	1139	293	4	33	31	32	1137	
Black or African American	7	0	0	7									20	0	30	25	45	1133	865	<1	12	24	63	1129	
Native Hawaiian or Pacific Islander	0	0	0	0									4						29	0	21	24	55	1129	
White	262	7	6	249	1	<1	77	31	86	35	85	34	1136	697	1	31	32	36	1135	7,342	3	37	31	29	1137
Two or more races	2	0	0	2									7						166	1	23	31	45	1135	
No Race/Ethnicity Reported	1	0	1	0									1						76	0	8	13	79	1124	
LEP Status																									
Current LEP student	0	0	0	0									1						311	0	3	9	89	1122	
Former LEP student - monitoring year 1	0	0	0	0									0						26	0	8	15	77	1130	
Former LEP student - monitoring year 2	0	0	0	0									0						33	0	12	24	64	1130	
All Other Students	296	7	8	281	1	<1	88	31	94	33	98	35	1136	785	1	30	32	37	1135	10,302	3	31	30	37	1135
IEP																									
Students with an IEP	49	7	0	42	0	0	0	0	10	24	32	76	1127	125	0	6	17	78	1126	1,625	0	6	13	81	1124
All Other Students	247	0	8	239	1	<1	88	37	84	35	66	28	1137	661	1	35	34	30	1137	9,047	3	35	32	31	1137
SES																									
Economically Disadvantaged Students	79	1	4	74	0	0	16	22	20	27	38	51	1133	220	<1	18	27	55	1132	3,794	1	16	27	56	1131
All Other Students	217	6	4	207	1	<1	72	35	74	36	60	29	1137	566	1	35	33	30	1137	6,878	4	38	30	28	1137
Migrant																									
Migrant Students	0	0	0	0									0						0						
All Other Students	296	7	8	281	1	<1	88	31	94	33	98	35	1136	786	1	30	32	37	1135	10,672	3	30	29	38	1135
Title I																									
Students Receiving Title I Services	0	0	0	0									0						2,680	1	15	25	60	1130	
All Other Students	296	7	8	281	1	<1	88	31	94	33	98	35	1136	786	1	30	32	37	1135	7,992	3	35	30	31	1137
504 Plan																									
Students with a 504 Plan	5	0	0	5									20	0	25	45	30	1135	250	4	32	37	27	1137	
All Other Students	291	7	8	276	1	<1	86	31	92	33	97	35	1136	766	1	30	31	37	1135	10,422	3	30	29	39	1135

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Writing Results

School: Pilgrim High School
District: Warwick
State: Rhode Island
Code: 35-35134

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09	282	4	10	268	8	3	133	50	112	42	15	6	6.4
2009-10	285	10	6	269	15	6	134	50	107	40	13	5	6.7
2010-11	296	6	11	279	0	0	148	53	127	46	4	1	6.6
Cumulative Total	863	20	27	816	23	3	415	51	346	42	32	4	6.6
DISTRICT													
2008-09	863	5	33	825	25	3	308	37	433	52	59	7	6.1
2009-10	797	13	23	761	40	5	366	48	321	42	34	4	6.7
2010-11	823	13	29	781	5	1	411	53	346	44	19	2	6.6
Cumulative Total	2,483	31	85	2,367	70	3	1,085	46	1,100	46	112	5	6.5
STATE													
2008-09	11,203	156	378	10,669	403	4	4,023	38	5,322	50	921	9	6.1
2009-10	11,189	221	289	10,679	742	7	5,124	48	4,253	40	560	5	6.7
2010-11	11,164	189	381	10,594	119	1	5,269	50	4,680	44	526	5	6.4
Cumulative Total	33,556	566	1,048	31,942	1,264	4	14,416	45	14,255	45	2,007	6	6.4

Types of Writing Reported in the Results Above	
2008-09	Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.
2009-10	Procedure Writing a procedure is writing to explain a process or to inform an audience of how to do something. A procedure piece presents the steps of the process in a clear, logical, easy-to-follow manner; includes all necessary steps; and defines any terms the audience may not know.
2010-11	Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Writing Results

School: Pilgrim High School
District: Warwick
State: Rhode Island
Code: 35-35134

Average Score Comparison by Type of Writing [§]																
Type of Writing	Tested	School					District					State				
		Number Tested	Mean Score	0	7	12	Number Tested	Mean Score	0	7	12	Number Tested	Mean Score	0	7	12
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2010-11 (C)	279	6.6		●		781	6.6		●		10,594	6.4		●	
	2009-10	34	6.2		▲		98	6.4		▲		1,339	6.5		▲	
Response to Literary Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.	2010-11	33	6.2		●		93	6.5		●		1,327	6.2		●	
	2009-10	31	6		▲		92	5.7		▲		1,323	6.2		▲	
Response to Informational Text Writing in which the writer analyzes plot/ideas/concepts, making inferences about content, characters, philosophy, theme, author's craft, or other elements within a piece of literature or informational text.	2010-11	34	6.5		●		94	6.5		●		1,313	6.3		●	
	2009-10	35	5.7		▲		97	5.8		▲		1,321	6.2		▲	
Reflective Essay A form of writing in which the writer explores and shares the meaning of a personal experience, belief, or idea.	2010-11	40	6.7		●		106	6.9		●		1,321	6.6		●	
	2009-10	34	6.2		▲		98	6.4		▲		1,339	6.5		▲	
Report Writing that results from gathering, investigating, and organizing facts and thoughts on a focused topic.	2010-11	34	6.6		●		97	6.6		●		1,328	6.6		●	
	2009-10	35	6.6		▲		99	6.8		▲		1,337	6.8		▲	
Persuasive Essay Persuasive writing is writing that aims at convincing people to accept a point of view, to change their minds about something, or to act in a certain way. A persuasive essay is a form of writing in which a writer supports an opinion and tries to persuade an audience.	2010-11	35	6.2		●		97	6.7		●		1,340	6.6		●	
	2009-10	31	6.9		▲		91	6.6		▲		1,326	6.6		▲	

(C) This type of writing was administered to all students.
 The ● shows this year's score and the black bar (■) shows the range where most students in this sample scored.
 The ▲ shows last year's score and the gray bar (▒) shows the range where most students in this sample scored.
 § The range of 0 to 12 on the graphic display represents the possible score range for the writing prompt. The range of 0 to 12 is a result of adding the two scores assigned to the student's response from the 6-point scoring rubric.
 The score of 7 represents the score required to be proficient.
Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Writing Results

School: Pilgrim High School
District: Warwick
State: Rhode Island
Code: 35-35134

Score Distribution							
Total Score	Score 1	Score 2	School		District		State
			N	%	N	%	
12	6	6	0	0	0	0	<1
11	6	5	0	0	1	<1	<1
10	5	5	0	0	4	1	1
9	5	4	5	2	17	2	3
8	4	4	70	25	206	26	27
7	4	3	73	26	188	24	20
6	3	3	86	31	246	31	29
5	3	2	25	9	56	7	8
4	2	2	16	6	44	6	7
3	2	1	1	<1	6	1	1
2	1	1	3	1	9	1	2
0	0	0	0	0	4	1	2

Scoring Rubric	
6	<ul style="list-style-type: none"> • purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing • intentionally organized for effect • fully developed details; rich and/or insightful elaboration supports purpose • distinctive voice, tone, and style enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics
5	<ul style="list-style-type: none"> • purpose is clear; focus/controlling idea is maintained throughout • well-organized and coherent throughout • details are relevant and support purpose; details are sufficiently elaborated • strong command of sentence structure; uses language to enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics
4	<ul style="list-style-type: none"> • purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent • details are relevant and mostly support purpose • well-constructed sentences; uses language well • may show inconsistent control of grade-level grammar, usage, and mechanics
3	<ul style="list-style-type: none"> • writing has a general purpose • some sense of organization; may have lapses in coherence • some relevant details support purpose • uses language adequately; may show little variety of sentence structures • may contain some serious errors in grammar, usage, and mechanics
2	<ul style="list-style-type: none"> • attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence • generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting
1	<ul style="list-style-type: none"> • lack of evident purpose; topic may not be clear • incoherent or underdeveloped organization • random information • rudimentary or deficient use of language • serious and persistent errors in grammar, usage, and mechanics throughout
0	Response is totally incorrect or irrelevant.

Score 1 and Score 2 represent two independent scores assigned to a student's response to the common writing prompt. The two scores added together equal the student's total score on the common writing prompt. If the two scores differ by more than one point, the student's response is scored a third time to resolve the difference.



Fall 2010 - Beginning of Grade 11 NECAP Tests

Grade 11 Students in 2010-2011

Disaggregated Writing Results

School: Pilgrim High School
 District: Warwick
 State: Rhode Island
 Code: 35-35134

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	296	6	11	279	0	0	148	53	127	46	4	1	6.6	781	1	53	44	2	6.6	10,594	1	50	44	5	6.4
Gender																									
Male	147	4	10	133	0	0	57	43	73	55	3	2	6.3	374	1	43	53	4	6.3	5,339	1	43	49	6	6.2
Female	149	2	1	146	0	0	91	62	54	37	1	1	6.8	407	1	62	37	1	6.9	5,246	1	56	39	3	6.7
Not Reported	0	0	0	0									0							9					
Race/Ethnicity																									
Hispanic or Latino	18	0	1	17	0	0	6	35	11	65	0	0	6.2	40	0	45	55	0	6.5	1,784	<1	37	52	11	5.8
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0									0							64	2	42	45	11	6.0
Asian	6	0	0	6									17	6	65	29	0	7.2	288	2	54	41	3	6.6	
Black or African American	7	0	0	7									19	5	63	26	5	7.1	852	1	34	56	10	5.7	
Native Hawaiian or Pacific Islander	0	0	0	0									4							30	0	17	70	13	5.2
White	262	6	9	247	0	0	134	54	109	44	4	2	6.6	693	<1	53	44	3	6.6	7,342	1	55	41	3	6.7
Two or more races	2	0	0	2									7							166	1	41	55	3	6.3
No Race/Ethnicity Reported	1	0	1	0									1							68	0	18	47	35	4.4
LEP Status																									
Current LEP student	0	0	0	0									1							261	0	11	50	39	3.7
Former LEP student - monitoring year 1	0	0	0	0									0							26	0	27	65	8	5.7
Former LEP student - monitoring year 2	0	0	0	0									0							33	0	24	70	6	5.7
All Other Students	296	6	11	279	0	0	148	53	127	46	4	1	6.6	780	1	53	44	2	6.6	10,274	1	51	44	4	6.5
IEP																									
Students with an IEP	49	6	0	43	0	0	7	16	32	74	4	9	5.3	125	0	23	65	12	5.3	1,612	<1	18	64	18	4.9
All Other Students	247	0	11	236	0	0	141	60	95	40	0	0	6.8	656	1	58	40	1	6.8	8,982	1	55	41	3	6.7
SES																									
Economically Disadvantaged Students	79	1	7	71	0	0	32	45	38	54	1	1	6.5	215	<1	41	55	3	6.3	3,740	<1	37	54	8	5.9
All Other Students	217	5	4	208	0	0	116	56	89	43	3	1	6.6	566	1	57	40	2	6.7	6,854	1	57	39	3	6.7
Migrant																									
Migrant Students	0	0	0	0									0							0					
All Other Students	296	6	11	279	0	0	148	53	127	46	4	1	6.6	781	1	53	44	2	6.6	10,594	1	50	44	5	6.4
Title I																									
Students Receiving Title I Services	0	0	0	0									0							2,623	<1	37	52	10	5.8
All Other Students	296	6	11	279	0	0	148	53	127	46	4	1	6.6	781	1	53	44	2	6.6	7,971	1	54	42	3	6.6
504 Plan																									
Students with a 504 Plan	5	0	0	5									20	0	55	45	0	6.7	250	2	51	46	2	6.7	
All Other Students	291	6	11	274	0	0	145	53	125	46	4	1	6.6	761	1	53	44	2	6.6	10,344	1	50	44	5	6.4

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.